THE

JOURNAL

of the

PROCEEDINGS

NUMBER

NATIONAL ASSOCIATION

of

COLLEGE TEACHERS OF AGRICULTURE

PUBLISHED QUARTERLY BY THE
NATIONAL ASSOCIATION OF
COLLEGE TEACHERS OF AGRICULTURE

Volume V **August, 1961** **Number 1**

THE

JOURNAL

of the

NATIONAL ASSOCIATION OF

COLLEGE TEACHERS OF

AGRICULTURE

EDITORIAL STAFF

Editor ..... John Wright
Associate Editor ..... Hal Barker
Business Manager ..... Laurie Pearson

1961-62 OFFICERS

President ..... John T. Carter
V-President ..... Roy J. Stuckey
Secretary ..... W. Clyde Hyder

DIRECTORS

Western Region ..... Laurie Pearson
Central Region ..... J. R. Wells
Southern Region ..... Hal B. Barker
Eastern Region ..... James R. Hill

Chairman of Placement and Employment

Ralph A. Benton

TABLE OF CONTENTS

Editorials 2

President's Address 3

Convention Speakers Addresses 5
- True D. Morse 5
- R. C. Potts 5
- W. H. Adams 6

Committee Reports 8
- Nomination 8
- Placement 8
- Curriculum 8
- Improvement of college teaching 9
- Publications 10
- Research 10
- Resolutions 10
- Treasurer 12

Judging Contest Report 12

Minutes of RICOP and NACTA Meet 13

Placement Bureau 13

Manuscript standards 14

Membership list 1961 15

Editorial Comment

We have tried to edit the material from the convention to include only that which is most worthy. The page size of the Journal has been increased as well as the total quantity of material used. Is is the wish of the publications committee that we will have a wealth of material from which to select for the fall issue. (No salt for old wounds intended). Dr. Barker has summarized some of the feeling about the judging contests in the form of an editorial in this issue. Please weigh his thoughts and suggestions and be prepared for action at the next conference.

Editorial...

SHOULD WE OR SHOULD WE NOT ?

In the formative years of NACTA, several members felt that we should make an effort to bring together the agriculture students from our respective colleges in as many ways as were feasible. One suggestion which met with wide approval was that we sponsor judging contests. At that time some of our member colleges were not allowed to participate in the major regional and national contests sponsored by other groups. Feeling that there should be some judging competition on a national basis made available to the agriculural students in our colleges, we have conducted judging contests as a feature of our annual conference program for the past three years.

The colleges that have been host to NACTA for these years have done a commendable piece of work in staging these contests; yet, in many cases it has likely imposed a tremendous hardship on the host institution. It is further possible that some colleges are reluctant to invite NACTA to their campus for its annual meeting because of inadequate facilities in some or all of the areas of judging. As a matter of fact, very few colleges in the country would be in a position to satisfactorily stage some of the contests. Even the major regional and national contests in dairy cattle and general livestock are held in conjunction with a fair or exposition in order to provide higher calibre contests. This arrangement makes it possible to select more desirable classes from animals on exhibit owned by many different breeders from a wide geographical area. Very few colleges would be fortunate enough to amass such desirable judging material in their own herds or flocks.

I personally am a strong proponent of a systematic comparative evaluation of agriculture products as a teaching aid; however, it is not the purpose of this editorial to defend the merits or condemn the faults of judging. It is my purpose to attempt to present the issue of whether or not a judging contest should be sponsored by NACTA at the present time.

Many members feel that the program at our annual meeting would be more in keeping with our objectives if judging contests were deleted from the schedule. Several staff members and students at host institutions cannot participate in any other phase of the convention because of their varied responsibilities in arranging for the conduction and the evaluation of the judging events.

Most schools have a limited amount of money in their budgets for travel. The transportation cost of judging teams and their coaches to the contest might reduce the number of staff members who could otherwise attend the convention as delegates in other capacities.

In more recent years several judging events have been initiated in various sections of the country. The administrators of these contests are, in many cases, very receptive to partciipation by teams from junior colleges and small senior colleges. Thus, the lack of judging contests, in which teams representing NACTA colleges can participate, does not present the major problem that it did a few years ago.

It is predicted by some that the judging contests of the future will become more detailed. This will be particularly true in general livestock where more emphasis will be placed on carcass evaluation of animals judged on foot. For NACTA to attempt to sponsor judging contests, equal in qaulity to the present national events, might be too much of an undertaking at this time. We should try to achieve a high degree of perfection in everything that we do and should not be satisfied in merely attempting to perform a task just to make the records complete in that respect.

The executive council of NACTA has placed this subject on the agenda for discussion at our annual meeting for '62. The contest will be conducted at Fresno State College in a similar manner to previous years.

Decide for yourself how you stand on this issue and vote accordingly.

Hal Barker

PRESIDENT'S ADDRESS

By DR. G. CARL SCHOWENGERDT

I have looked forward to every NACTA Annual Convention since its organization in March, 1955, at Central Missouri State College, Warrensburg, Missouri. Each time we get together to "air" our troubles and exchange ideas, it is as we say, "Honest Confession is Good for the Soul." The Conventions have given me, and I hope you as well, a feeling of togetherness in solving the problems of teachnig agriculture — togetherness in technical training and developing good citizens of the United States. We are widely separated geographically, but are all in the same "melting-pot" for preparing the best trained agricultural clientel possible. Before this convention comes to a close, I hope all of us will be formulating plans to attend the next one.

This has been a challenging year for me as your President. I have had many mixed emotions concerning the task ahead. I shall always hold dear the honor you have given me. At the same time, I fully realize the responsibilities that go with this office. I hope that I shall be able to continue the fine work started by my predecessors.

There has never been a more energetic group than the members of NACTA. From its very outset it was "dubbed" a hard-working Convention. The excellent program here provided is the result of much time and effort on the part of the Officers, Board of Directors, and Committees who have functioned "above and beyond the call of duty." It is impossible for me to mention each individual who gave unselfishly to the organization of this Convention, but I must pay special tribute to a few: Mr. Dewey Davis, Chairman of the 1961 NACTA Convention Program; Mr. John Carter, Vice President; Mr. W. Clyde Hyder, Secretary-Treasurer; Dr. John Wright, Editor of the NACTA Journal; Dr. Ralph A. Benton, past President; and all the Regional Directors. Undoubtedly, there are others who have contributed much, but have worked behind the scenes — to them, also, we owe a debt of gratitude. I wish also to extend my thanks to Abilene Christian College for opening its facilities for our use, and to all others involved in the well-being of this Convention.

The NACTA has made constant constructive growth from its beginning in 1955. Some of you will remember that before that eventful year, there was much confusion and missunderstanding among the various State Colleges. We were each trying to do a job as individuals. There was little or no information as to what other colleges were donig; what courses were offered; what requirements were mandatory; or what principles or purposes were involved. Some years prior to 1955 some of us, in Missouri at least, began to **talk** organization of the State Colleges. This had only reached the talking stage, however, when a young man from Wilberforce, Ohio, Mr. William F. Brazziel, Jr., became interested enough in the welfare of agriculture in the State Colleges to start the "ball rolling". If I had to single out one person responsible for the beginning of NATCA, it would be Dr. Brazziel. Probably the beginning of NACTA would have been delayed several years without his efforts. We must also recognize Dr. Conrad White, then Chairman of the Department of Agriculture, Central State College, Warrensburg, Missouri, for offering their facilities and largely setting up the program for the first Conference on March 11 and 12, 1955.

Many of those attending the first Conference, I am sure, came more out of curiosity, rather than with any definite thoughts in mind as to what might be accomplished. We had only one thing in common: We were not satisfied with our situation (or could it be termed predicament) and that something had to be done.

The roster of charter members shows quite a random sampling of members, states, and colleges. There were 32 members, 18 colleges, and 11 states represented. The geographical boundaries of these delegates extended from Idaho to Louisiana, and from Texas to Ohio. When this diversified group sat down for a conference, it was soon apparent that the problems of teaching agriculture in State Colleges were pretty much the same throughout the United States. It was apparent, also, that this small group had the initiative, the will, the intelligence, and the determination to solve their common problems. So without delay, the NACTA was formed. Objectives were set forth, and machinery was put into motion to accomplish those aims. A rather rapid and remarkable record has been enjoyed in a brief span of only six years. One needs only to check the NACTA proceedings to see the upward spiral on the Chart for Membership, Betterment of Teaching, Standards of Excellence, Judging Contests, etc.

So much for past history. We cannot rest on our accomplishments of the past. Past performances cannot be changed. We can only profit by our success and failures. As one radio advertisement has it—"When you hear it or see it, it's news; when you read it, it's history." May we hear it and see it at this Convention.

We are, I hope, much more concerned about where we are going, than where we have been. Let us, therefore, project our thoughts and efforts on future development, future aims, and future goals. How far we get depends entirely on how fast we run, what road we take, and how much endurance and stamina we have. The road is open; it may not always be clear but it's there. It may be a little hilly and rough in spots but it's there. The road signs may not always be readable and there

may be some detours; but, nevertheless, the road ahead is wide open. As former President Roosevelt said, "The only thing we have to fear is fear itself." So then, let us step out into the road of the future with determination, good judgment, and confidence, and run with well-guided aims and purposes.

There are many things the NACTA should be doing for the betterment of students, colleges, and itself. Time will not permit a full discussion of all, but I shall mention those that seem to me to be most urgent:

(1) We should continue to bend every effort in research and study concerning the betterment of teaching. The prime job for all of us is to teach. We have been hired to teach; this is our foremost obligation. Any improvement in methods, materials, equipment, standards, etc., that enable us to make better citizens out of our students is of prime importance. This you will remember was one of the first considerations at the First Annual Conference.

(2) We must, somehow, provide more financial backing for this organization. It costs money to provide a program that all of us know we should have. It takes more money now than it did in 1955 when the NACTA was organized, and it will continue to take more in the future. In the ever upward trend in prices and costs it is as if we were on a tread-mill that keeps moving faster and faster. We must run faster to stay in the same place. We need to obtain more financial aid to stay even; and by all predication on our economic situation, we shall have to continue to provide more and more money to meet current obligations. It is obvious that we cannot continue to provide an aggressive, up-to-date program without adequate funds.

It would be fitting for this convention to take steps to increase our budget to meet necessary expenses. May I suggest a few alternatives for obtaining an increased budget: (1) Double our present dues. This would not be prohibitive and doubtful if it would work a hardship on anyone;

(2) Go out after private money. There are many concerns as well as private individuals who are looking for a place to put some of their income tax reduction funds. If we will only seek out the persons with a benevelent heart and a well-filled pocket book, we may be surprised at the results;

(3) Individual members of the NACTA could be persuaded to make sizeable donations each year. This is not unreasonable, for, if we are not willing to help ourselves, we cannot expect an outsider to be very cooperative. I am sure that if we put our heads together, we can find other ways and means to meet the ever-rising operating costs.

I know that all this discussion about finances is very unpopular, but regardless of how painful it may be, it is very necessary.

(3) This organization needs to attract the imagination of young men—young men who have dedicated their lives to teaching and who are willing to pull themselves up by their own bootstraps; young men with ideas and with the intelligence and energy to carry them out; young men with influence and integrity who are not afraid to stand for what is right; young men of sound judgment and good "horse-sense" who think first and then act accordingly.

No organization can long endure without new blood, new ideas, new ways, new goals, and new accomplishments. Some of us older folk are about ready to be laid on the shelf. We must lay down the bat and let someone else play ball. We have had our chance. Whether we muffed it or made a home run, only the record will show. An old adage states: "Choose your rut with care for you may be in it a long time." Some of us "oldsters" are unable now to get out of the rut we have been following for so long.

(4) The NACTA needs better means of communication. We need to know what is going on in State College circles, locally, nationally, and internationally. We need to let our fellow members know what is going on in our local situation. We cannot make wise decisions on ignorance. We need facts; we need to know what happens when it happens; we need to know who to contact when information is required.

Perhaps this would mean the establishment of a permanent, paid, executive secretary of the NACTA whose business it would be to inform the members and keep permanent records. This office would also see to it that proper publicity be given the organization. Other people should know about the NACTA. At least they should know what we want them to know. Good public relations are of utmost importance to any organization but doubly so for a young organization that is building a worthwhile reputation. Public support is mandatory.

(5) Your organization must provide a challenging program of work. There is little reason for the existence of any organization if it has nothing to do, nothing worthwhile to accomplish, nothing that will demand the time and energy of busy people. We need an active program, one that seems too big to accomplish; one that will tax all of our energies. This is the kind of program that men want; this is the kind of program that accomplishes the impossible.

Now you say this is impossible to accomplpish. It really isn't. Who was it that said—"Nothing is impossible; it just takes a little longer that's all."

I heard a story once about a man who was coming home from a meeting late one dark night. On his way home he decided to cut through a **cemetery** to shorten the distance. In so doing he fell into an open grave. He tried to get out; he yelled, and tried everything he knew, but could not make it. He finally decided he would wait until morning because surely someone would be by and help him out. So he pulled his overcoat over his head and sat in the corner to wait. Not long after, another man fell in the same hole. He tried his best to get out; he jumped, yelled, but to no avail. Soon the first man raised up and said, "You can't get out of here," but he did — You see, if the incentive is there, the job is accomplished.

Gleanings from 1961 Convention

Excellent and informative addresses were given to our 1961 Convention, held in Abilene, Texas, at the Abilene Christian College. Resumes of three of these are included in this issue of the Journal.

AGRICULTURAL TEACHING AND THE NEW RURAL AMERICA

By TRUE D. MORSE,

Business and Agricultural Consultant, Formerly Under Secretary of Agriculture, U.S. Department of Agriculture

Authorities say that the rapid changes taking place in agriculture have brought more progress in the past 25 years than in all prior recorded history.

This terrific surge forward will continue! Progress has come so fast that we are not changing our methods and programs rapidly enough to keep up with it. Certainly we too often are following, rather than leading in the changes taking place. This broad statement applies to agricultural policies of the government, businesses serving agriculture, financing of agriculture, teaching of agriculture and research in agriculture.

There is a serious need to take a new and searching look at the kind of farming and agriculture that we have today—and what our country is apt to have five, ten and twenty years ahead—then we need to adjust our programs for serving agriculture accordingly.

A new rural America is fast developing, bringing an integration with industry and urban life and with non-farm people. "Many a farm community is now a veritable melting pot of people of diverse occupations." (Dr. Kenneth L. Bachman, USDA.) Three of every five persons living in rural areas are non-farm people. This is a highly desirable change for our great industrial nation—but we need to be adjusting more rapidly to this new dimension. For example, in Michigan, non-farm people living outside of towns and cities now outnumber the farm people and large numbers of farmers are members of labor unions.

Non-farm income now equals about 40 per cent of the farm income of farm families in the United States. This is more than one dollar for every three that comes from farming.

This "explosive dispersal" of city people into suburban and rural areas, creating "mixed-income" or "diversified income" areas, replacing "farming-only" areas, brings a "balanced economy" and a stability in the level of income that is appreciated by the leaders of these areas. Farming and industry along with other sources of income help to create a stability not known previously in the strictly farming community.

The New Rural America will be a great stabilizing force. It will continue to give our Nation the character in people, the sound judgments and the high degree of good common sense which has characterized folks who live in this country. It is good for people to live on the land—to raise their families out in wholesome country surroundings.

Farm programs must be kept in step with the revolution taking place on farms and in rural communities. There is a need for adjustments of instructional programs and research programs to serve the present dynamic era and to prepare young people to give effective leadership toward what is yet ahead.

An urgent need is the adjustment of vocational agricultural education to meet the current situation. About three of every four boys and girls coming off of farms will not be able to return to farming—there are just not enough farms. Agriculture is BIG—and will continue to grow with the increase in population, but there will be fewer farmers and more workers in service-to-agriculture fields and in related activities. Farmers will be able to produce more and better quality products —and at a lower cost per unit, thus making ever-growing use of this new dimension in farming.

Let us as college teachers of agriculture examine our programs and bring them up to date.

CURRICULA IN AGRICULTURE

R. C. Potts, Assistant Director of Agricultural Instruction Texas A. and M. College

Scientific and technological advances in agriculture during the past twenty years have been unparalleled in history. About ten per cent of the people in the United States live on farms and ranches producing food and fiber for themselves and the rest of the nation and a part of the world. However, some forty per cent of the employed people in the United States are engaged in some phase of the broad task force in agriculture and agricultural related industries.

There conitnues to be a reduction in the amount of land available for the production of crops and livestock. Therefore, with an expanding population our producers must be more efficient.

With new emphasis being placed on science and business as they relate to agriculture, it is imperative that th ecurricula in the colleges and universities that teach agriculture be atuned to tomorrow's needs. The agricultural graduate of the future will work with a more aggressive and better educated people. In 1920 sevevn per cent of the adult population had a high school education. By 1960, 45 per cent had four years of high school or more. Surveys have shown that about ten per cent of those who graduate in agriculture return to the farm. The majority of the agricultural graduates are professional men directly associated with agricultural professions.

It is my belief that the curricula in agriculture should be strongly oriented toward communications, basic sciences such as chemistry, botany and zoology, and mathematics which will play an ever-increasing role in the field of agriculture.

How can we strengthen our science program and still maintain the balance so necessary? The question is then asked, can we continue to give the student the things he needs in a four year program? To meet tomorrow's demands in certain specialized areas of agriculture it will be necessary to require work beyond the B.S. level. For example, at Texas A. and M. College we give no undergraduate degree in the fields of plant physiology, plant pathology, genetics, or biochemistry and nutrition, but we do have a strong graduate program in these areas. The men who plan to pursue graduate study in these fields take only a few undergraduate courses in agriculture.

The question is always asked, what is to become of the courses now taught in agriculture if more science, humanities and business are to be included in the agricultural curricula? In past years most Schools of Agriculture in land-grant colleges have required a "round robin" so-called of agricultural courses in the freshman and sophomore year: namely, a beginning course of agronomy, horticulture, animal husbandry, dairy husbandry, poultry, entomology, agricultural economics and farm machinery or general agricultural engineering. It has been the contention of many that it was necessary to give a student interested in agriculture, courses in agricultural subjects in the freshman and sophomore year in order to maintain his interest in the field. I pose this question for your consideration, "What value would a course in poultry science be to the student in agronomy who proposes to operate a 1,000 acre irrigated cotton farm in the Pecos Valley?"

It will be necessary to reduce the number of general courses in the freshman and sophomore years in most curricula. Are there courses in agriculture that could be considered a core curricula? If so, what are they? Or is the field of agriculture so broad that such a group of courses does not apply to all departments?

I do not have the answers. It seems to me that the Schools of Agriculture in the land-grant colleges are pointing towards options either within the department or interdepartmental options in science, business, and what is commonly called production. In our land-grant colleges I would say we need to examine our programs from the view-point of making sure that agriculture is taught at the college level and not as vocational subjects, that the training at the undergraduate level must be broad and flexible, the subject matter must be basic and will have application long after crop varieties have changed, and fertilizer recommendations have been revised many times.

ACADEMIC EXCELLENCE IN THE AGRICULTURE PROGRAM

Walter H. Adams, Dean,
Abilene Christian College

We have heard and read much during recent years about the need for excellence in the schools and colleges of this country. Possibly nothing in the history of education has caused us to examine our program more critically than the launching of Sputnik. It matters not whether we are on the side of those who defend our educational system as being superior to that of the Russians or on the side of those who say that it is inferior, it remains that any serious-minded student of American education should ask the question: "How may we improve our educational program?"

It goes without saying that unless we do strengthen our educational program from the kindergarten to the graduate division of the strongest universities, we cannot hope to win the struggle in which we are engaged with communism, because essentially, it is a struggle for men's minds. Thirty years ago, while a student in Columbia University, I heard Dr. I. L. Kandel, that eminent authority on comparative education, state that the one thing above everything else that impressed a foreign educator as he visited this country was the emphasis which we placed on "mediocrity." We have continued to place a premium on mediocrity during the past thirty years, but thanks to Sputnik and a few outspoken critics, we see a few signs of an awakening to the dangers. A few steps are being taken "here and there" to meet these dangers head-on.

I assume that one purpose of this conference, in line with what has just been said about our national concern for all education, is to look for ways and means of raising the standards of agricultural education in the colleges here represented. I am sure this was one reason for the founding of this organization; and certainly it was one reason for the establishment of your honorary scholastic fraternity, Delta Tau Alpha. You are to be congratulated for this recognition of the need to make your contribution in this area of national concern.

Now to the question: How is academic excellence to be achieved in the area of agriculture education? The answer is that it is to be achieved in exactly the same way as in any other field; the principles to guide are identical in all fields. In my opinion these guiding principles are as follows:

1. The general **tone** or **climate** of the institution as a whole must be such as to encourage or put a premium on academic excellence.

2. The program of recruiting and selecting students must be such as to provide the kind of students as will make possible academic excellence.

3. The program of studies must be such as to emphasize academic excellence.

4. The members of the staff must, because of preparation, method of teaching, and scholarly activity, put a premium on academic excellence.

5. Facilities adequate for a program of excellence must be provided.

6. It must be recognized that the institution's responsibility to its students goes beyond graduation day.

Let us take a brief look at these principles, each of which might well become a standard by which the program in an institution could be evaluated.

Principle or Standard I. **The general tone of**

the institution as a whole must be such as to encourage or put a premium on academic excellence.

This means, simply, that a strong agriculture program would be extremely difficult if not impossible in an institution where mediocrity in all departments is the accepted level of work, or in an institution that is generally recognized as being satisfied with low quality work as a whole.

It is here that the administration has a definite responsibility. The administration may, almost without realizing it, contribute to mediocrity. For example, it may have such a desire for growth in numbers as to make improvement in quality difficult. Unless we are extremely careful in the years immediately ahead, we may admit more students than we are capable of caring for adequately. There is danger always that the administration along with the public in general will become so enamored with "that which can be seen" as to lose sight of the "unseen". The winning football, basketball, or track team, the outstanding band, the beautiful buildings, all of which may be good within themselves, are not the **real** institution.

What I am trying to say is that from the Board of Trustees on down through the administration, faculty, and students, there must be recognition of the fact that the institution exists for the "give-and-take" of the classroom — that everything else, extra-class activities, living quarters, eating facilities, student unions, enrollment records, while important, are **secondary** in importance. It is only through such recognition that an atmosphere can be created that will make possible academic excellence in any department.

The general **tone** of an institution, therefore, while difficult to describe and more difficult possibly to evaluate, is an important factor in our attempt to provide a quality program.

Principle or Standard II. **The program of recruiting and selecting students must be such as to provide the type of students to make possible academic excellence.**

It is understood that there are several factors that determine the type of student that is admitted to the institution and who in turn finds himself in the Agriculture program.

Regardless, however, of the admissions policy, all institutions can and should develop a program of recruitment and admissions to agriculture that will provide better material with which to work. The key word is **recruitment.** By this I mean that the better students must be encouraged to enroll in your departments. They must be led to see the opportunities that exist in the field — opportunities for service as well as for positions with reasonable salaries. In this connection, it should be remembered that good students want to be challenged—they are not satisfied with easy work. You cannot attract capable students if your department has the reputation of providing "snap" courses.

If better qualified students are recruited and admitted first to the institution and then to the deparment and held until graduation, a higher quality program will result.

Principle or Standard III. **The Program of studies must be such as to emphasize academic excellence.**

I was glad to see from a hurried examination of the programs for the previous meetings of this organization that you have given a considerable amount of attention to the curriculum. This is well, because unless the program of studies is kept strong, there can be no academic excellence.

As I see it, there are three areas where improvement needs to be made. First, we need to recognize that every college graduate, regardless of his major, must have a broad foundation in general education. He is first of all a citizen and should be a leader in his community. This calls for a broad education. I have about come to the conclusion that all college graduates should have the same background in general education, that the general requirements for all bachelors' degrees should be the same. The college program should be based upon the secondary, and when taken together, should include a minimum amount of work in pure science, mathematics, social science, communications, literature, and foreign language. It is only through some such approach that all departments will come to have the same degree of respectability, acceptance, and academic standing.

The second area of improvement of curriculum is in the elimination of useless overlapping materials. This criticism is in many instances unjust, but I fear that there is entirely too much repetition in far too many cases.

The third area for improvement is in the redirection of the Agriculture program. You know much more about this than I do, so I but mention it. Our own staff has been talking about the necessity of revising the curriculum to take into account the great opportunities afforded the agriculture student in business of different kinds. A quality program cannot be offered unless it keeps pace with the times, unless changes are made as needed.

What I am trying to say is that courses no longer needed must be dropped, parts of courses no longer needed must be eliminated, other courses must be combined and thus made more challenging, materials that are needed must be added, and much of the material re-directed toward more meanignful objectives.

Principle or Standard IV. **The members of the staff must, because of preparation, method of teaching, and scholarly activity, put a premium on academic excellence.**

During the past thirty years I have interviewed many prospective teachers, I have observed and had hundreds of interviews with members of our staff, and being in the field of professional education, have come in contact with hundreds more. As a result, it is but natural that I should have reached certain conclusions with respect to the teacher's responsibility in making a quality program.

The old adage, "As is the teacher, so is the school" is just as true today as when first spoken. It is the teacher who, in the final analysis, deter-

mines whether there is to be academic excellence or mediocrity in any department.

First of all, if the teacher is to contribute to a quality program, he must command the respect of his students. In order to do this, several things are essential. He must have certain knowledges. He must have developed certain competences, or must know how to **do** certain things. He must have the ability to counsel individual students in his classes.

Although the instructor's primary function is to teach—to direct his students in appropriate learning experiences—he understands that he is a member of a great profession that has certain ethical standards to which he has subscribed. Possibly the two most important are that his conduct both in and out of the classroom will be exemplary and that he will take such steps as are needed to be a better teacher tomorrow than he is today. This last calls for a very careful self-evaluation (if not an evaluation by his students) to see that he possesses those personal traits that characterize the best teachers and that he has developed and is following a program of study and/or research that looks toward improvement. It has been said that a teacher who is no longer learning is not fit to teach others to learn; the student should drink from a flowing stream, not a stagnant pool.

This is a big order but we are engaged in a big enterprise and should not be in it unless we are willing to be the best teachers it is possible for us to be.

Principle or Standard V. Facilities adequate for a program of academic excellence must be provided.

When I speak of facilities, I am not speaking about commodious buildings. If at all possible, if finances permit without sacrificing things that are more important, good buildings should be provided. It is quite possible, however, that we have gone to an extreme in providing good buildings to the neglect of that which is more important, such as laboratory equipment, teaching aids, and library materials. I have seen some of the greatest teaching and learning take place in a poor building (and I am not defending the poor building), but where the teacher had equipment with which to work and library materials to which to refer his students. First of all, the teacher, as we have indicated, must be a master teacher but he must be supplied with the materials with which to do the particular job that has to be done. From my own experience as a student and a teacher, I know that it is impossible to do a first-rate job without adequate library materials. As we attempt to evaluate the work of an agriculture department, as in all other departments of a college or university, it might be well to begin by taking a look at the library, then look next at the equipment provided the students and teachers, and last of all, look at the building in which the classes meet.

Principle or Stanard VI. It must be recognized that the institution's responsibility does not end at the day of graduation.

This means simply that a quality program will not likely be found in that institution that does not have a good placement and follow-up program for its graduates.

These are not all of the principles that should guide as an institution seeks for a quality program in agriculture, but possibly they will serve as a "point of departure" in your own thinking on the problem. If a college develops a general tone or climate which puts a premium on academic excellence in all departments; if it seeks to recruit and admit to agricultural education better qualified students; if the teachers in the department are well-qualified and strive to do high quality work and see that their students do the same; if the course of study is kept on a high level both as to content and what is required of students; if the institution provides adequate facilities, especially laboratory and library materials, for the program; and if the department accepts its responsibility for placement and follow-up of its graduates; I say if the college does all of these reasonably well, I believe it is on the way toward achieving academic excellence in its agriculture program. In this way it will be making its contribution to an improvement long overdue in the educational program in this country.

————NACTA————

COMMITTEE REPORTS

The following are reports from the various standing committees of NACTA. Because of limited space in the Journal, these have been edited. The original copy submitted by the chairman, will be filed by the secretary.

Nominating Committee. T. R. Buie, Chairman. The report of the nominating committee was accepted as read. A listing of the full slate of officers for 1961 is to be found elsewhere in this publication.

Placement Committee. Ralph A. Benton, Chairman. The NACTA still lacks the means necessary for communication between the prospective employee, the prospective employer, and the central agency in order to be effective. The committee urges employers to make inquiry to the committee when they have positions to offer. The NACTA Journal is not an effective contact between employer and employee even when it is published on a quarterly basis. However, it is proposed that qualifications of individuals be carried in the Journal without a name attached and the interested employer can then correspond with the Chairman of Placement who will supply him with the name and address of the individual. There are at present, several names on file.

Curriculum Committee. T. J. Stanley, Chairman. James D. Hamilton, J. P. Wells, John T. Carter, John Howe. RECOMMENDED MINIMUM BASIC SCIENCE REQUIREMENTS. The recommendations below are designed for institutions which offer basic courses in mathematics, chemistry, and bi-

ological sciences. The following would not apply, in most instances, to those few institutions which do not offer such basic courses, but instead require proficiency in these areas from high schools as determined by entrance examinations.

1. All agricultural students should be required to take a basic course in college algebra (identical to that taken by engineering students). A second required mathematics course should be in their specialized area such as business mathematics for agri-business students or trigonometry for those students in curricula requiring additional mathematics, etc.

   Purpose: This basic requirement is necessary because it provides foundation for the ever-increasing science requirements in agriculture. Further, it is necessary as a minimum requirement to maintain the academic level of the degree in agriculture in relation to college degrees offered in other academic areas.

2. Two appropriate biological science courses (botany, zoology, biological science) should be required of all agricultural students not later than the end of the sophomore year.

   Purpose: This is a prerequisite to technical agriculture courses which require a general knowledge of the biological sciences.

3. All freshman students should be required to schedule the first required mathematics course at the beginning of the freshman year and continue scheduling the freshman mathematics course until the requirement is completed.

   Purpose: It is assumed that the mathematics is required because it is needed in advanced work in the sciences and technical agriculture.

4. As there is a high percentage of failure in the beginning mathematics course, a remedial course in algebra should be provided.

   Purpose: This would offset a weak high school mathematics background.

5. It is recommended that the institution permit the freshman agricultural student to take at leas two courses in technical agriculture during the freshman year and not more than four.

   Purpose: This would permit the student to become acquainted with his chosen field and would increase the retention of students in the area of agriculture.

6. All introductory biological science courses should require laboratories.

   Purpose: This is necessary to develop laboratory skills which are a necessity for a scientist.

7. All freshman students should be required to schedule their first course in chemistry during the first or second semester of the freshman year and schedule it continuously until the freshman requirement is completed.

   Purpose: If this is not done, the need for chemistry as a prerequisite for technical agriculture courses is compromised. This would permit the advanced technical agricultural courses to be taught on a challenging level.

8. Agricultural students and pure science majors should take the same beginning chemistry in the same class.

   Purpose: We are concerned here with the foundation of scientific principles which need special presentation only at the advanced level. This recommendation is of concern in the relationship between the agricultural degrees offered by a college.

Improvement of College Teaching Committee. Roy J. Stuckey, Chairman; Daniel O. Robinson, Lloyd Dowler, F. M. Churchill, Ralph A. Benton, T. R. Buie, M. Hayne Folk, Jr. DECOMMENDED MINIMAL STANDARDS FOR THE IMPROVEMENT OF COLLEGE TEACHING.

I. General Criteria

1. The many various emphases, facilities and objectives of our member schools cause a need for a broad general criteria of excellence rather than specific limiting criteria.

2. One of the soundest criteria of judgment is whether the school is meeting those objectives which it has announced unto itself and unto its constituency.

3. A set of evaluating criteria can be tremendously helpful in improving the level of excellence of teaching.

4. The important emphasis is not the size of the program, under consideration, but the level of academic excellence which it encompasses.

II. Personnel

1. In setting minimum standards, the committee hopes that the minimum never becomes the maximum. However, it is suggested that the college instructors should have at least a masters degree and not less than twenty hours of graduate work in the field in which they are assigned. This is to be interpreted broadly enough to include all phases of a single discipline. For example, an instructor qualified for animal science can be permitted to teach the courses that are related to all the meat animals, including dairy and poultry and feeds and feeding.

2. Colleges should hire the best trained men obtainable. Faculty members should be encouraged to keep working toward an ad-

vanced degree. The association recognizes that the doctors degree is the bench mark of attainment as it applies to teaching.

III. Curriculum

1. This committee wholeheartedly endorses recommendations in the report of the concurrent study which has been conducted during the past two years by the curriculum committee under the chairmanship of Dr. Thomas Stanley, as it applies to the basic science requirements in the curriculum.

2. It is recommended that the area of arts and humanities in the curriculum be studied now just as we have been studying the need for basic science. As a tentative recommendation the committee suggests that approximately one-fourth of the total baccalaureate endeavor be in the area of the arts and the humanities.

IV. Laboratory facilities.

1. A well organized farm is essential to most programs of agricultural instruction.

2. Adequate livestock and land must be available to support the curriculum offered.

3. The farm should provide as many "learn by doing" opportunities as possible.

4. Where institutions have been given authority to conduct basic and applied research, sufficient land, livestock, equipment, and laboratory space must be provided for the work anticipated.

V. Library

1. A complete selection of all current books in the area of instruction being offered should be provided.

2. A selection of 6-10 technical journals should be available through annual subscription.

3. Complete sets of all volumes of certain key journals should be available for research. These can vary but probably should include: The Journal of Animal Science, The Journal of Dairy Science, The Journal of Agricultural Economics, The Journal of Agronomy, The Journal of Poultry Science, and the USDA Agricultural Year Book.

4. It is recommended that a committee be appointed to compile a basic bibliography of the agricultural science.

Publications Committeee. John Wright, Chairman; L. C. Pearson, Hal B. Barker. The publications committee is very anxious to improve the quality and increase the size of the NACTA Journal. To do this, the support of the organization is needed — financially and journalistically. The present committee submits the following recommendations: 1. That the "Proceedings" be printed as one issue of the Journal. 2. That the NACTA budget as much of its monies as possible for the publication of the Journal. The committee feels that the largest part—perhaps 90%—should be so budgeted. 3. That the president appoint a business manager for a two-year period. The committee proposes to explore the possibility of developing a paid subscriber list—starting with college and university libraries. We propose to seek advertising subscribers and we solicit the help of the membership in contacting commercial firms in this regard. We propose to prepare a list of regulations governing the preparation of manuscripts. We would like to have at least two hundred dollars per issue during this year. We propose February, May, August, and November as mailing dates.

Research Committee. Dr. Hal B. Barker, Chairman; Burton DeVeau. Questionnaires were sent to thirty-two member colleges; replies were received from sixteen. Research was not a part of the program in eight of the colleges reporting. Eight colleges including Arizona State College, Arkansas State, Louisiana Polytechnic Institute, Ohio University, Southern Illinois University, Southwest Texas State College, Tennessee Tech and Wilmington College reported forty-six staff members as conducting organized research. These staff members are allowed one-fifth to one-third of their time for research purposes. There were fifty-one different research projects reported distributed as follows: agricultural engineering, four; agronomy, eleven; animal husbandry, thirteen; botany and microbiology, four; dairying, six; forestry, one; horticulture, four; marketing and management, two; poultry, four; soil conservation, one; and vocational agriculture, one.

Several colleges that are giving masters degrees reported titles of theses for students enrolled at their respective colleges. Other colleges reported that they are acquainting their senior students with methods of designing, executing and interpreting experimentation in advanced problems courses. The research committee of NACTA feels that this phase of work with undergraduates is to be highly commended as a means of training and we recommend that NACTA promote such endeavors.

NACTA SCHOOLS REPORTING RESEARCH

Arizona State College

Thomas W. Barrett, Agronomy—"The Relationship Between Level of Nitrogen and Phosphorus in Cotton Plants and Their Photosynthetic Rate."

Ira Judd, Agronomy—"A Comparison of a Rapid Laboratory Measurement of Photosynthesis Capacity of Range Grasses with Forage Yields Under Field Conditions."

Grant L. Richardson, Agronomy—"HT-144 A New Source of Iron for Prevention of Iron Cholorsis on Sorghum."

Grant L. Richardson, Joe S. Byrd, Agronomy—"Relative Yields and Earliness of A-44 on Deltapine Cotton Under Standard Production Practices."

Grant L. Richard, Joe S. Byrd, Agronomy — "Effect of Plant Spacing and Soil Fertility on Yields of Deltapine Cotton."

Daniel O. Robinson, Joe S. Byrd, Agronomy — "Influence of Soil Fertility on Rate of Plant Growth, Uptake of Nutrient Elements and Yields of Cotton."

Daniel O. Robinson, John Decker, Dan Morris, Agronomy—"Influence of Soil Fertility and Moisture on Rate of Plant Growth as Measured by CO-2 Uptake."

Elvin D. Tayson, R. D. Rasmussen, Animal Husbandry—"Progeny Testing."

Elvin D. Tayson, R. D. Rasmussen, Animal Husbandry—"Bermuda vs. Alfalfa Pellets for Pregnant Ewes."

E. Grant Moody, Arthur P. Cook, Dairying—"An Evaluation of Pelleted Alfalfa and Pelleted Burmuda as Dairy Roughage."

E. Grant Moody, A. P. Cook, Dairying—"Whole Cottonseed as a Feed for Dairy Cattle."

Grant Moody, A. P. Cook, Dairying—"Enzymes in a Simple Calf Starter."

V. J. Miller, Horticulture—"Responses of Turf Grasses to Varying Environmental and Cultural Conditions."

V. J. Miller, Horticulture—"Woody Ornamental Plants of the Salt River Valley."

E. L. Parker, Poultry—"Field Trials With A Transquilizer Reserpine in Laying Hens to Combat Stress."

E. L. Parker, Poultry—"Arizona Random Sample Test."

Arkansas State

Olen P. Nail, Fred Peterson, Agronomy—"Corn and Silage Yield Trials."

Louisiana Polytechnic Institute

Fred Beckett, Agricultural Engineering—"Behavior and Performance of Rope Pumps."

John McDow, Agricultural Engineering—"Application of Solar Energy for Agricultural Use."

Hal B. Barker, Animal Industry—1. "Causes of Variation in Estrual Activity of Suffolk Ewes." 2. "Plasma Protein Fractionation of Swine Blood."

Winston P. Hackbarth, Botany - Ecology Taxonomy—"Determination of Optimum Opening Size to Establish Hardwood Reproduction."

Lowell Logan, Botany-Ecology Taxonomy—"Taxonomy of a Sand Hill Deposit."

Dallas Lutes, Botany-Genetics Ecology—"Grafting Stock from Desirable Pine Trees."

Otto Wasmer, Microbiology — "Salmonella in Meat Products on a Retail Level."

John A. Wright, Horticulture—"Container Nursery Stock Studies."

Ohio University

B. W. DeVeau, D. H. Straight, Animal Husbandry—1. "Production Testing Beef Cattle." 2. "Basic Formulas for Beef Production Testing Formulas."

Southern Illinois University

J. J. Paterson, L. V. Sherwood, Agricultural Engineering—"Weed Control Research Equipment."

V. E. Chappell, Animal Husbandry—"Development and Maintenance of a Sheep Flock for the Purpose of Instruction and Research."

W. G. Kammlade, Animal Husbandry—"Low Roughage Fattening Rations for Beef Cattle."

W. G. Kammlade, Animal Husbandry—"A Comparison of Steel and Aluminum Housing for Feeder Cattle in Southern Illinois."

W. J. Wills, Animal Husbandry — "Livestock Marketing Research."

H. J. Aune, H. F. Benson, H. H. Olson, Dairying —"A Study of the Effect of Cross-Breeding of Dairy Cattle Under the Conditions of Commercial Dairy Farms."

R. I. Beazley, Forestry—"Incentives and Deterrants to Small Woodland Marketing and Management in Selected Areas of Illinois."

J. B. Mowry, W. J. Wills, Horticulrue—"Marketing Tree-Ripened Peaches."

H. M. Haag, Poultry—"An Economic Appraisal of Egg Marketing Agencies, Methods, Practices and Pricing in Illinois.

S. W. Hinners, Poultry—"A Study of the Effect of Dietary Lipid and Protein Intake Upon the Blood Cholesterol Level of the Chick."

S. W. Hinners, W. J. Wills, Poultry—"A Proposed Project for Expanding the Market for Illinois Eggs." Part I, "Egg Quality Determination and Control in Marketing" Part II, "Consumer Acceptance of Quality Eggs."

Southwest Texas State College

T. R. Brice, C. M. Gregg, J. D. Elliott, L. J. Young with following student: Joseph Neal Pratt, Agricultural Engineering — "A Comparison of Farm Shop Programs in a Livestock Area and a Crop Area of Texas."

Ernen M. Haby, Agronomy—"Soilless Culture and Procedure When Used as a Teaching Aid."

John W. Arnn, Agronomy—"Elements of Soil Conservation."

Henry Gray Dean, Animal Husbandry—"Demonstration of Vit. A Nutrition in White Rats in Mineral Wells High School."

Richard F. Boehm, Vocational Agriculture — "Factors Involved in the Administration of Agricultural Education in the Public Schools of Texas."

L. F. Stewart, Soil Conservation — "Teaching Conservation of Natural Resources in Texas Public Schools."

Tennessee Tech

E. B. Knight, Marketing and Management — 1: "Management and Marketing Practices of Tennesee Nurserymen Dealing in Ornamental Plants for Landscaping." 2. "Tennessee Independent Meat Packers, Their Management, Marketing Practices and Procedures."

Wilmington College

Roger Parsons, Agronomy—"Crop Fertilization Levels."

Roy Joe Stuckey, Animal Husbandry—"Arsonilic Acid in Swine Diet."

Roy Joe Stuckey, Animal Husbandry—"Nitrofurans in the Swine Diet."

J. L. Stuckey, Animal Husbandry—"Swine Genetics."

Roy Joe Stuckey, Dairying—"Androgens in Milk Production."

Carl Smith, Dairying—"Vitamin A in Milk Production."

Resolutions Committee. E. F. Low, Chairman. BE IT RESOLVED: That the NACTA extend its appreciation to each person who had a part in making the Seventh Annual Meeting at Abilene Christion College, Abilene, Texas, March 23-25, 1961 a fine success. We wish to name certain individuals and companies and express our thanks to them for their special contributions to our Annual Conference: Dr. Don Morris, Dr. Fred Barton,Mr. Garvin Beauchamp, Dr. F. M. Churchill, Mr. Dewey Davis, Dr. T. W. Colby, Mr. Marlin

Fulcher, Mr. Claude Godfrey, Mr. Layton Black, Mr. Forbes McInroe, Mr. Charlie Marler, Mr. Rex Varmillion, Mr. Jim Query. The Abilene Chamber of Commerce, The Central West Texas Milk Producers Association, The Agriculture Committee of the Kiwanis Club, the Wives of the ACC Agriculture faculty, Mrs. Monty McGinty, Mr. True D. Morse, Dr. John C. Stevens, Dr. Walter H. Adams and Dr. R. C. Potts.

BE IT FURTHER RESOLVED: That the secretary of NACTA send a statement of dues to all members on January 1 of each year. That the executive committee be requested to take steps to establish uniform rules for all contests at the first execuive meeting and that a copy of these rules be sent to all member schools as soon as possible. That the company that furnishes the money for publishing the NACTA Journal be allotted a full page as advertising. That the executive committee send Mrs. Corbus a statement listing the winner and the criteria used in judging for the Howard A Corbus Award and a statement of appreciation for the money furnished for this award. That each member college or university represented in the NACTA be requested to furnish articles of either research or general information for the NACTA Journal.

BE IT FURTHER RESOLVED: That all elementary teachers be encouraged to elect a course in basic agriculture, wit hthe hope that this course may some day be a requirement. FURTHERMORE, that the Executive Committee send a copy of this resolution to the State Superintendents and Commissioners of Educaion and ask their cooperation in carrying out this resolution.

BE IT FURTHER RESOLVED: That the members of NACTA, meeting in annual convention in Abilene, Texas, recognizing the critical problems facing agriculture today, offer our wholehearted cooperation and assistance in finding a satisfactory solution. FURTHERMORE, that a copy of this resolution be addressed to the Honorable Orville W. Freeman, Secretary of Agriculture, with the request that he call upon us for help at any time.

Treasurer's Report. W. Clyde Hyder.

Feb. 25, 1960	Balance on Hand	$293.89
Mar. 21, 1960	Membership Dues 1960	319.00
Apr .30, 1961	Donation of Honorary Society	25.00
Mar. 20, 1961	Membership Dues 1961	41.00
Jan. 9, 1961	Carl Schowengerdt for Journal	75.00
Jan. 23, 1961	CW Texas Milk Producers Assoc. for Journal	100.00
	TOTAL	$854.89
Mar. 14, 1960	Josten's Mfg. Co. 1 Cup	$ 10.61
Mar. 31, 1960	Ribbons for Judging Contest	6.00
June 20, 1960	Expenses of Executive Comm.	67.50
Sept. 22, 1960	Postage, Printing, etc.	114.28
	TOTAL	198.39
	Balance on Hand, Mar. 20, 1961	$656.50

JUDGING CONTEST REPORT

LeRoy Young, Chairman

DAIRY TEAM WINNERS

First place winner—S.W. Texas State College, San Marcos, Texas

Second place—Louisiana Polytechnic Institute, Ruston, La.

Third—Illinois State Normal University, Normal, Ill.

Fourth—S.W. Missouri State College, Springfield, Mo.

Fifth—Austin Peay State College, Clarksville, Tenn.

LIVESTOCK TEAM WINNERS

First place winner—N.W. Missouri State College, Maryville, Mo.

Second—Southwest Texas State College, San Marcos, Texas.

Third—San Angelo College, San Angelo, Texas

Fourth — Howard Payne College, Brownwood, Texas

Fifth—West Texas State College, Canyon, Texas

SOILS

First place winner—Arkansas State College, State College, Arkansas

Second—Southwest Missouri State College, Springfield, Mo.

SWEEPSTAKES WINNER

First place winner—Arkansas State College, State College, Arkansas

Runner up—Howard Payne College, Brownwood, Texas.

LAND-GRANT & NON-LAND-GRANT SCHOOLS

Many of us are aware of the effort initiated by Dr. Roy J. Stuckey to work with representatives of the Land-Grant Colleges to study relationships between Land-Grant and Non-Land Grant schools.

The following paragraphs are quoted from a report from RICOP committee on Relationships with Non-land-grant Institutions teaching Agriculture and is dated November 9, 1960. "THE SITUATION. Deans, directors and faculty of Land Grant Colleges and Universities should be fully aware that many students are pursuing an education in agriculture at numerous Non-Land Grant Colleges as well as at Land-Grant Colleges. The best interests of agriculture will be served only as these students obtain the highest quality education consistent with their aims and abilities. It seems logical to believe that such an educational goal can be achieved more completely on a nation-wide basis through active cooperation of all institutions offering college training in agriculture. Although cooperation does exist among these institutions it probably can be improved. The Land-Grant Colleges have been teaching agriculture longer than most of the Non-Land-Grant institutions and have worked together for many years through the appropriate branches of the AALGCSU. It seems appropriate that our association should take the initiative in promoting complete cooperation among all

institutions teaching agriculture and publicly announce this as our policy."

"Policies and procedures for cooperation should probably be developed by representatives of both groups meeting together. These policies can then be presented to both associations for their respective consideration and appropriate action."

On the basis of Dr. Stuckey's contacts ,a meeting was held by representatives of both groups and a brief report is given by Dr. Burton DeVeau, who served as secretary for that meeting.

————NACTA————

MINUTES OF THE JOINT MEETING OF THE AALGCST, RICOP AND NACTA COMMITTEES ON RELATIONS BETWEEN HE TWO ASSOCIATIONS

By Burton W. DeVeau, Acting Secretary

A joint meeting of the AALGCSU RICOP Committee on Relationships with Non-land-grant Institutions Teaching Agriculture and the NACTA Committee on Relationships with Land Grant Colleges of Agriculture was held July 21, 1961, at the College of Business Administration, Washington University, St. Louis, Missouri. The following persons were present: Fred N. Briggs, University of California; Henry S. Brunner, U. S. Office of Education; Burton W. DeVeau, Ohio University; Franklin Eldridge, Nebraska University; M. Hayne Folk, Jr., Louisiana Polytechnic Institute; Neal D. Peacock, Tennessee University; G. Carl Schowengerdt, Southeast Missouri State College; Sam B. Shirkey, University of Missouri; and Roy Joe Stuckey, Wilmington College. Eldridge and Stuckey were co-chairman; DeVeau was secretary.

Eldridge opened the meeting by introducing the problem area and presenting a brief description of the organizational structure of the AALGCSU. A discussion of topic areas to be examined was held. All members made suggestions for topics and it was decided that the following topic areas would be explored: The transfer and substitution of credit; the role of general agriculture and general courses in agriculture; relation of the Extension Service to NACTA schools; improving communication with experimental personnel for advanced data; ways of using NACTA schools for cooperative experiments; problems of recognition and "accreditation;" increased emphasis on science and business in agriculture curricula; survey of curriculum patterns; and how to continue liaison.

(Secretary's Note: Each of the above topics was discussed thoroughly and each member of the committee made valuable contributions to each topic area. No effort was made to record a running commentary of each person's statements, but to record the general agreements of the committee.)

Transfer and Substitution of Credits

General problems concerning transfer of credit were reviewed. Stuckey discussed the problems involved with private schools and outlined the program established at Wilmington College to improve relations with Ohio State University. Briggs described the California U. program of listing courses accepted at Davis and the criteria used as a basis for the substitution of parallel courses. Shirkey described the Missouri U. program and the agreements with the state colleges for transferring credits for the first two years. Peacock described the Tennessee program and Folk the Louisiana program. Agreement upon written degree requirements and active communication seemed to be the key to several of the successful programs. Th committee agreed to the following:

1. Communication within the states is the key in solving the problem of transfer and substitution of credit. Greater communication between the land grant College of Agriculture and the non-land-grant departments of agriculture within each state is strongly recommended.
2. The problem area can best be solved within each state.
3. The committee supports the proposed criteria of excellence for teachers established by the NACTA. The committee strongly recommends the adoption of such standards on teacher qualifications for ALL institutions teaching agriculture.

General Agriculture

This discussion was concerned with the use of courses in agriculture as general education courses for all students. Several programs in operation were discussed. The general conclusion was that all institutions should explore the possibility of developing general education courses in agriculture.

Relation of Extension to NACTA Schools

Problems in this area were frankly discussed. The general conclusion was that improved relations with NACTA schools and Extension depended upon better communication. The need for greater communication within the states was re-emphasized.

Improving Comunications With Experimental Personnel for Advanced Data

The solving of this problem hinges upon better communication between the administrations of the respective institutions. Two suggestions were presented for distributing advanced data: 1. Sending of "News Briefs" to all agriculture workers and teachers within a state citing studies underway and any preliminary findings. 2. Having field days for agriculture workers and teachers. It was indicated that these activities already exist in many states but that teachers from NACTA schools were overlooked when announcements of such field days are made or when advanced data are distributed. It is recommended that teachers of agriculture in NACTA schools be invited to attend such programs and be included on mailing lists to receive advanced experimental data.

Using NACTA Facilities for Cooperative Experiments

A frank discusison was held on this problem. It was suggested that if the administrative problems and academic problems of time, finances, supervision, etc., could be overcome within the individual states perhaps cooperative experimental work could be initiated. It was indicated that several NACTA schools would welcome limited research projects on their farms conducted by land

grant staff members.

Problems of Recognition and Stigmas of "Accreditation"

It was recognized that whenever an institution transfers or rejects credits from another institution that this institution, in a sense, acts as an accreditation agency. The committee members recognized the unfortunate misuse of the terms "recognized" and "accredited" as often applied to NACTA institutions. It was suggested that each institution teaching agriculture should establish its own standards and strive to achieve them — readjusting these standards as need justifies such readjustment. This problem also re-emphasized the need for greater communication between all institutions teaching agriculture within a state.

Increased Emphasis on Science and Business and Agriculture Curricula

Recognition was given to the increased role of basic science in agriculture curricula. Some caution was expressed concerning the possibility of overemphasizing the role of business. No general agreements were reached as this topic was very briefly discussed.

Survey of Curriculum Patterns

Dr. Brunner presented a proposed study to be conducted by the U. S. Office of Education on curriculum patterns in agriculture. A discussion was held concerning the sampling procedures for this study. Gratification from Dr. Brunner's study, "Enrollment and Degrees in Agriculture," was expressed by the committee members. The committee members suggested to Dr. Brunner that the U. S. Office of Education make annual or biennial surveys of total agricultural enrollments in all institutions of higher learning teaching agriculture.

How to Continue Liaison

The committee members were in agreement that this joint committee should continue to function and hold a minimum of one meeting a year. It was established that the next joint meeting will be held the day before the RICOP meeting at Chicago in the Spring 1962. Dr. Eldridge will make arrangements for this meeting and will notify the NACTA committee members of the exact date after the RICOP meeting dates are set at the AALGCSU meeting in November.

Discussion on the possibility of representatives of the NACTA attending the Land Grant Regional Meetings and representatives of the Land Grant Colleges attending the NACTA meetings was held. The committee agreed that such invitations would be commendable and would enhance communications between the two associations and member institutions.

————NACTA————

INSTRUCTIONS FOR CONTRIBUTORS TO THE JOURNAL OF THE NACTA

The pages of the Journal are open to all papers of interest to college teachers of agriculture. Members of the NACTA are strongly urged to send in any information that might be considered of interest to fellow members and especially original papers which (1) summarize or review recent advances in agronomy, animal husbandry, agricultural economics, or agricultural engineering or any of the subdivisions of these areas, or (2) report original research carried out by a member of the NACTA or his students. It is the plan of the editorial staff to publish in each issue at least one paper of lasting reference value in each of these two categories.

Manuscripts should be typewritten on paper 8½ by 11 inches with ample margins and double spaced. References should be by author and year. For the time being, tables and illustrations must be limited to either one table or one line drawing per article unless the author is willing to pay for additional tables or illustrations. Tables and drawings should always be on separate sheets, not interspersed in the text of the manuscripts.

EMPLOYMENT BUREAU . . . Dr. Benton submitted the following information on men seeking teaching jobs.

KENNETH E. JAMES, 122 Waters Hall, University of Missouri, Columbia, Missouri, expects to complete work for a Doctor of Education degree from that institution in August. He is primarily interested in teacher-training work in agricultural education and has had experience in curriculum work and supervision. He has had 10 years experience as a teacher of vocational agriculture.

ROY J. WILSON, 1004 N. 8th St., Columbia, Missouri, is just completing the requirements for a Ph. D. degree in animal science. He is interested in doing teaching or research with a preference for dairying or animal husbandry. His curriculum vitae is excellent.
Dr. Benton suggests that any potential employer contact these men direct.

MEMBERSHIP 1961

Arizona:

Robinson, Daniel O.	Arizona State University	Tempe

Arkansas:

Moore, Ed D.	Arkansas State College	State College

California:

Braun, O. M.		Sanger
Dowler, Lloyd	Fresno State College	Fresno
Phillips, Loren D.	Chico College	Chico

Idaho:

Patterson, George	Ricks College	Rexburg
Pearson, L. C.	Ricks College	Rexburg
Stucki, J. W.	Ricks College	Rexburg

Illinois:

Benton, Ralph	S. Ill. University	Carbondale
Brown, Herbert	Ill. State Normal Univ.	Normal
Claus, John R.	Ill. State Normal Univ.	Normal
VanEtten, Leslie J.	Western Ill. University	Macomb

Kansas:

Armstutz	Heston College	Heston
Rains, E. L.	Friends University	Wichita
Ward, John K.	McPherson College	McPherson
Wells, J. R.	Fort Hays Kansas St. College	Hays

Louisiana:

Barker, Hal B.	La. Poly. Tech.	Ruston
Bryant, Ernest W.	La. Poly. Tech.	Ruston
Folk, M. H., Jr.	La. Poly. Tech.	Ruston
Grafton, Ben F.	La. Poly. Tech.	Ruston
Slaton, Horace D.	La. Poly. Tech.	Ruston
Wright, John A.	La. Poly. Tech.	Ruston
Dayton, E. W., Jr.	Nicholls State College	Thibodaux
Stanly, Thomas J.	Nicholls State College	Thibodaux
Allens, E. H.		Monroe
Hammons, Jasper G.	Northeast La. State College	Monroe
Holdeman, F. H.	Northeast La. State College	Monroe
Price, Leon L.	Northeast La. State College	Monroe
Fell, Ralph	N. Western State College	Natchitoches
Library Per. Dept.	McNeese State College	Lake Charles

Missouri:

Gretebeck, S. H.	Central Mo. State College	Warrensburg
Low, E. F.	Central Mo. State College	Warrensburg
Beeks, John	N. W. Missouri State College	Maryville
Houghton, F. B.	N. W. Missouri State College	Maryville
Wright, R. T.	N. W. Missouri State College	Maryville
Schowengerdt, G. Karl	S. E. Missouri State College	Cape Girardeau
Stewart, G. A.	S. E. Missouri State College	Cape Girardeau

Missouri:

Karls, Glenn E.	S. W. Missouri State College	Springfield
Lawrence, John W.	S. W. Missouri State College	Springfield
Schatz, John D.	S. W. Missouri State College	Springfield
Smith, J. N.	S. W. Missouri State College	Springfield
Spangler, Stanlie H.	S. W. Missouri State College	Springfield

Ohio:

DeVeau, Burton	Ohio University	Athens
Stuckey, Roy Joe	Wilmington College	Wilmington

Tennessee:

Hamilton, James D.	Austin Peay State College	Clarksville
Hinton, Frank	Austin Peay State College	Clarksville
Hyder, W. Clyde	Tennessee Polytechnic Inst.	Cookeville
Huddleston, W. J.	Tennessee Polytechnic Inst.	Cookeville
Knight, E. B.	Tennessee Polytechnic Inst.	Cookeville

Texas:

Churchill, F .M.	Abilene Christian College	Abilene
Davis, Dewey	Abilene Christian College	Abilene
Davis, Howard O.	Howard Payne College	Brownwood
DuBose, Edwin	San Angelo College	San Angelo
Moses, J. L.	S. H. S. T. College	Huntsville
Buie, T. R.	S. W. Texas State College	San Marcos
Champagne, Gerald B.	S. W. Texas State College	San Marcos
Elliott, James	S. W. Texas State College	San Marcos
Gregg, C. M.	S. W. Texas State College	San Marcos
Pinkerton, Frank	S. W. Texas State College	San Marcos
Young, LeRoy J.	S. W. Texas State College	San Marcos
Carter, John T.	Univ. of Houston	Houston
Howe, John W.	Texas College of Arts & Ind.	Kingsville
Smallwood, Charles M.	West Texas State College	Canyon
Leonard, Archie	Texas Tech	Lubbock

NACTA JOURNAL
Box 28 Tech Sta.
Ruston, Louisiana

Dr. J. L. Moses
S.H.S.T. College
Hunstsxxxxxxxxxxxx

OUR 1962 CONFERENCE

Place: Fresno State College, Fresno, California.

Dates: Sunday, Monday and Tuesday, March 18, 19 and 20, 1962.

Program Chairman: Dr. Lloyd Dowler, Dean of Agriculture, Fresno State.

NACTA President: John T. Carter, University of Houston, Houston, Texas.

NACTA Secretary: W. Clyde Hyder, Tennessee Tech, Cookeville, Tennessee.